



Australian Government

Tertiary Education Quality and Standards Agency

Academic integrity in Australian higher education: A national priority

A series of workshops to foster a culture of academic integrity across the sector

Tracey Bretag, Guy Curtis, Margot McNeill and Christine Slade
2019/2020

TEQSA

academic integrity



Outline of workshop

1. Defining academic integrity
2. TEQSA and the Higher Education Standards Framework
3. Model Statement of Commitment to Academic Integrity
4. Overview of academic integrity research and scholarship
5. Policies and procedures to promote and uphold academic integrity
6. Actions to mitigate foreseeable risks to academic integrity
7. Training and guidance for staff and students
8. Building a culture of integrity for all stakeholders
9. Links to references and resources

Defining academic integrity

Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research.

Universities consider that it is vital for students and all staff act in an honest way and take responsibility for their actions and every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and a university's reputation.

(Universities Australia 2017, adapted from Exemplary Academic Integrity Project 2013 and Fundamental Values of Academic Integrity 1998)

NZ Guide to Cycle 6 Academic Audit (p.59)

GS 20 Academic integrity: Universities promote and ensure academic integrity and demonstrate fairness, equity and consistency in addressing concerns.

Questions universities and panels might ask:

- How do **all parts of the university remain abreast** of the full range of risks to academic integrity?
- How are **expectations of academic integrity promoted** across the university and across all forms of delivery?
- How is **advice provided to all parts of the university on preventing** and responding to failures of academic integrity?
- How does the university **ensure fairness, equity and consistency** in its management of academic integrity?
- What **reviews** of academic integrity has the university undertaken and how has it responded to any such reviews?



Resources for GS20 (p.59)

Considerable attention is being paid to academic integrity globally and several jurisdictions have issued guidance statements or advisory notes on a range of topics:

- [UNESCO, IIEP and CHEA Advisory Statement on combatting corruption and enhancing integrity.](#)
- [TEQSA 2017 Guidance note on academic integrity.](#)
- [TEQSA Good Practice Note on Addressing contract cheating.](#)
- [QAA advice on addressing contract cheating.](#)
- [NZQA guide to effective practice in preventing and detecting academic fraud.](#)

TEQSA and the Higher Education Standards Framework

5.2 Academic and Research Integrity

TEQSA will need to be satisfied that there is an **institutional policy framework to maintain and support academic integrity of students and staff** that is backed by **processes and practices that implement institutional policies effectively**.

Providers will need **processes for detecting and addressing instances of plagiarism and other forms of cheating**.

For

Section 6.3 on Academic Governance makes it clear that **academic bodies** of the provider must ensure that the provider's **academic integrity** is maintained.

Section 7.2 on Information for Prospective and Current Students requires providers to make **information on and expectations of academic integrity** available to students before their acceptance of an offer (Standard 7.2.2d).

Standard 7.3.3c also obliges providers to **document and record responses** to allegations of misconduct and breaches of academic or research integrity. This can be the basis for analysis and identification of recurring issues.

Model statement of commitment to academic integrity

Model Statement – Department of Education and Training initiative, following recommendations from the Higher Education Standards Panel and feedback from the sector.

- Working group includes diverse stakeholders representing universities, Independent Higher Education Providers, peak bodies and students' organisations
- Face-to-face consultation and focus groups to collegially develop the statement
- Model Statement originally conceived as similar to US styled 'Honor Pledge', but is now being designed to express mutual commitment to academic integrity by all stakeholders in higher education.
- Focuses on values, practices, shared responsibilities, consequences for breaches and recognition of individual and reputational risk.
- **More than a statement** – complemented by resources and ongoing dialogue.

Understandings of academic integrity

Discussion

How is academic integrity defined and promoted at your institution?

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The research: prevalence of student cheating

Rates of self-reported cheating vary:

- 46% (Smyth & Davis, 2004)
- 67% (McCabe, 1992)
- 72% (Brimble & Stevenson-Clarke, 2005)

Rates of self-reported plagiarism vary:

- 19% (Scanlon & Neuman, 2002)
- 26% (Ellery, 2008)
- 66% (Franklyn-Stokes & Newstead, 1995)
- 81% (Marsden, Carroll & Neill, 2005)

Rates of plagiarism in postgraduate work vary:

- 5% (Segal et al., 2010)
- 27% (McCulloch & Holmburg, 2005)
- 42.6% (Gilmore et al., 2010)

Rates of contract cheating are comparatively low:

- 3.5% - 7.9% (Curtis & Clare, 2017)
- 6% (Bretag et al 2018)
- 7% of non-university students (Bretag et al 2019)
- 8% (Foltynek & Kralikova 2017)

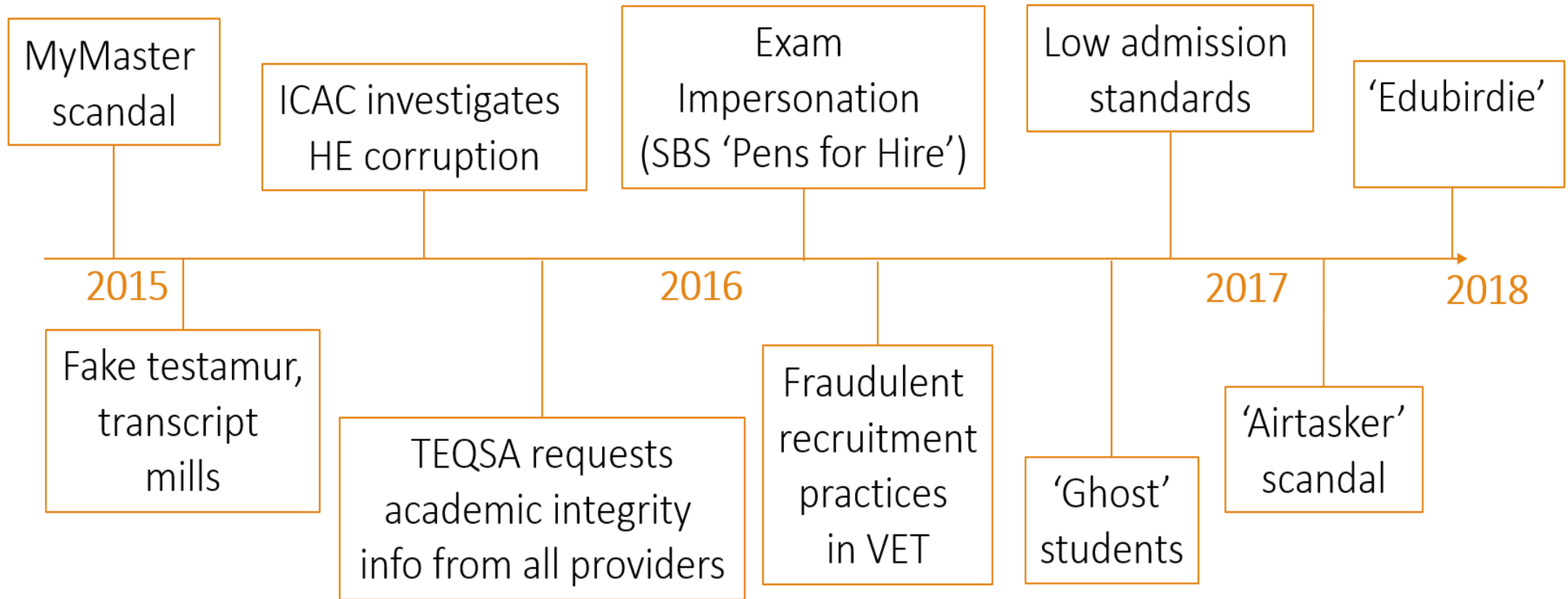
Who cheats?

- **Males** (Kremmer et al, 2007; Bretag & Harper et al 2018)
- **Younger** students (Brimble, 2016; Marsden et al 2005)
- **Business** students (McCabe & Trevino, 1995; Smyth & Davis, 2004).
- **Engineering** students are more likely to cheat than students from all the other disciplines (Marsden et al. 2005; Bretag et al 2018)
- **International EAL students** - Note: it's language rather than culture which influences behaviour (Bretag et al 2018)

Australian scholarship

- 2003** 1st Asia Pacific Conference on Educational Integrity
(2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017)
- 2003** Asia Pacific Forum on Educational Integrity
- 2005** *International Journal for Educational Integrity*
- 2010** *Academic integrity standards Project*
- 2012** *Exemplary Academic Integrity Project*
Other research projects on academic integrity – Victoria, Macquarie, Newcastle Universities.
- 2016** Contract cheating and assessment design project (Bretag & Harper)
Many other Australian scholars – Sutherland-Smith, Dawson, Lines, Rowland, Slade, York, Curtis, Clare, Rundle, Sefcik, Yorke, etc
- 2016** *Handbook of Academic Integrity* (Bretag)
- 2019** Epigeum Academic integrity online training for students and staff
- 2020** *A Research Agenda for Academic Integrity* (Bretag)

The Australian academic integrity context



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Good Practice Note:
*Addressing contract cheating to
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Oci






The Higher Education Standards Panel (HESP)

Home

Tackling contract cheating

The Government has released an exposure draft of legislation that will make it an offence to provide or advertise academic cheating services in higher education (often referred to in higher education circles as 'contract cheating').

Contract cheating: a survey of Australian university students

Tracey Bretag , Rowena Harper , Michael Burton , Cath Ellis, Philip Newton, Pearl Rozenberg 

Published online: 17 Apr 2018

Download citation <https://doi.org/10.1080/03075079.2018.1462788>



Full Article

Figur

Tackling contract cheating
The Higher Education Standards Panel
Higher Education Standards Framework
Admissions Transparency Submissions
Higher Education Standards Panel
Submissions received by the Higher Education Standards Panel for its observation

Contract cheating: a survey of university staff



Rowena Harper
Published online: 17 Apr 2018

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Can markers detect contract cheating from a pilot study

Phillip Dawson , Wendy Sutherland-Smith

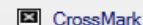
Pages 286-293 | Published online: 05 Jun 2017

'Just turn to us': addressing contract cheating website

Susan Rowland , Christine Slade , Kai-Sheng Wong & Brooke Whiting

Pages 652-665 | Published online: 24 Oct 2017

Download citation <https://doi.org/10.1080/02602938.2017.1391948>



Full Article

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Contract cheating: Australian leadership

International Journal for Educational Integrity

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Ivana Hebrang Grgić and Mihaela Guskić

Review | 27 December 2018

[Academic integrity matters: five considerations for addressing contract cheating](#)

Erica J. Morris

The IJEl has been accepted in Scopus

The *International Journal for Educational Integrity* has been accepted in Scopus, the largest abstract and citation database of peer-reviewed literature. Coverage will start soon!

Calls for papers

The IJEl welcomes innovative research in the area of academic and educational integrity from a variety of perspectives and contexts, and is currently calling for papers for the following thematic series.

[Educational Integrity in Canada](#)

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Contract cheating: A definition

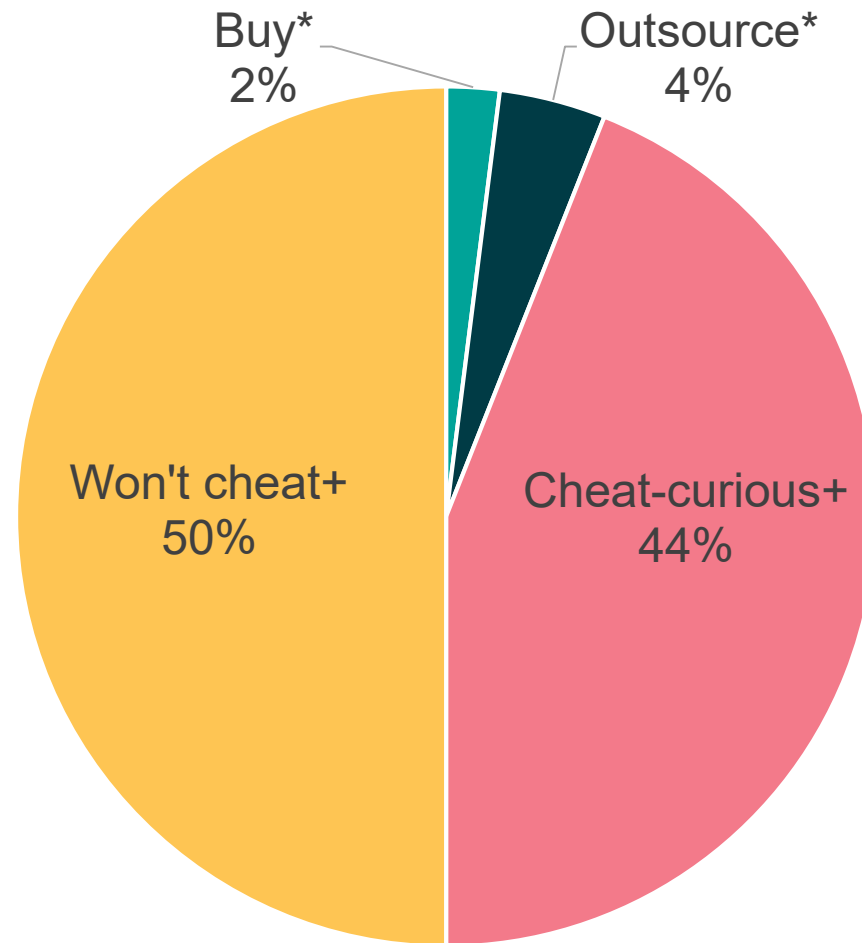
“Contract cheating occurs when a student submits work that has been completed for them by a third party, irrespective of the third party’s relationship with the student, and whether they are paid or unpaid.”

(Harper & Bretag et al. 2019)

Third party:

- friend or family
- fellow student or staff member
- commercial service

Prevalence of Contract Cheating



* Bretag et al. (2018), + Rigby et al. (2015)

Who engages in contract cheating?

	All respondents (n = 14,086)	Cheating group (n = 814)		All respondents (n = 14,086)	Cheating group (n = 814)
Gender			Type of institution		
Female	57.4%	44.0%	Group of 8 (Go8)	50.0%	55.2%
Male	41.1%	54.2%	Non-Go8	50.0%	44.8%
Discipline			Mode of study		
Health Sciences	20.7%	15.6%	Internal	64.9%	68.6%
Business and Commerce	17.0%	17.2%	Blended	25.8%	27.1%
Engineering	13.1%	24.6%	External (online only)	9.3%	4.3%
Language spoken at home			Domicile		
English	78.8%	59.8%	Domestic	84.7%	67.0%
Language other than English	21.2%	40.2%	International	15.3%	33.0%

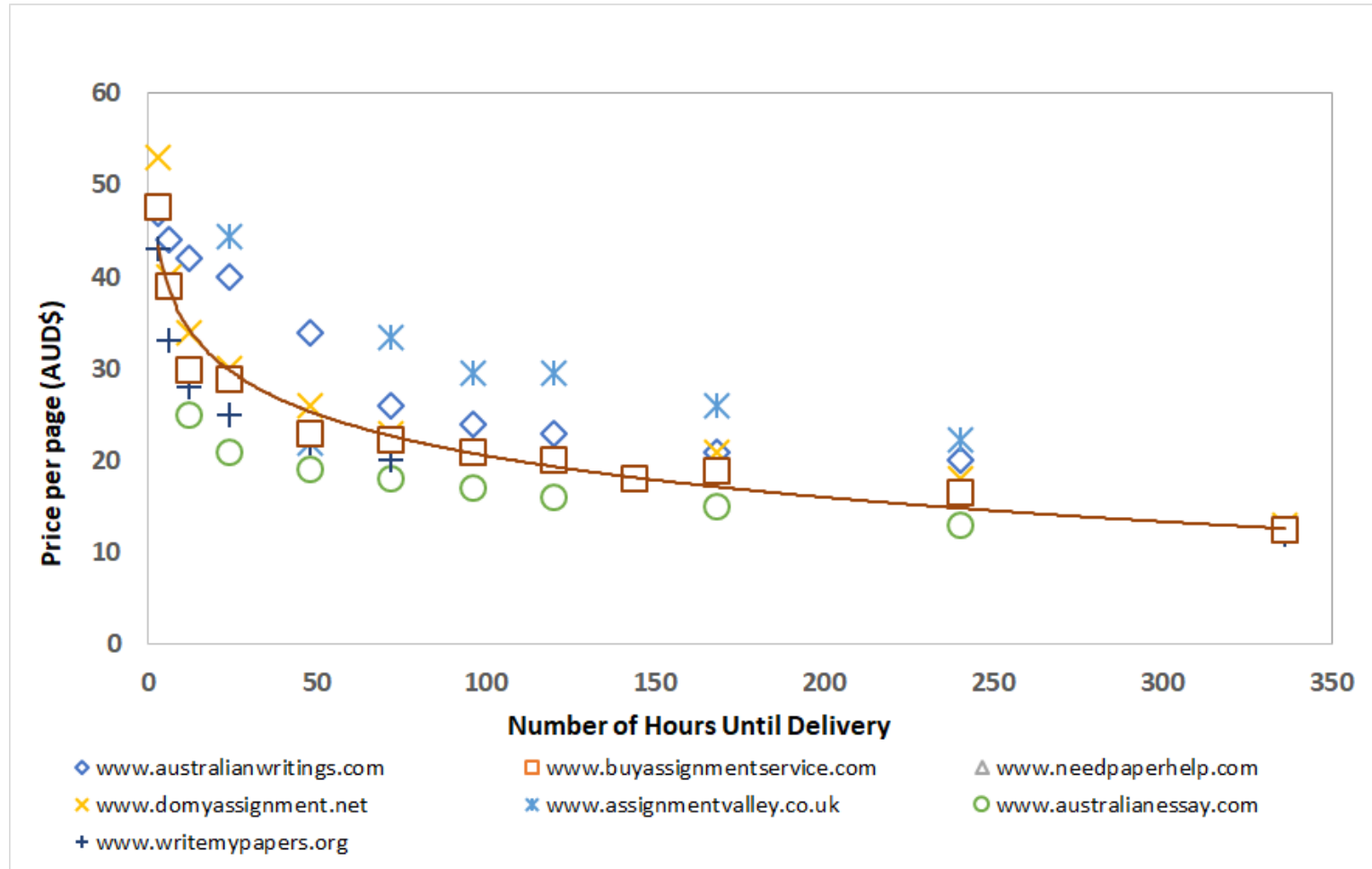
Contract cheating online services

What can students buy?



Rowland et al. (2018)

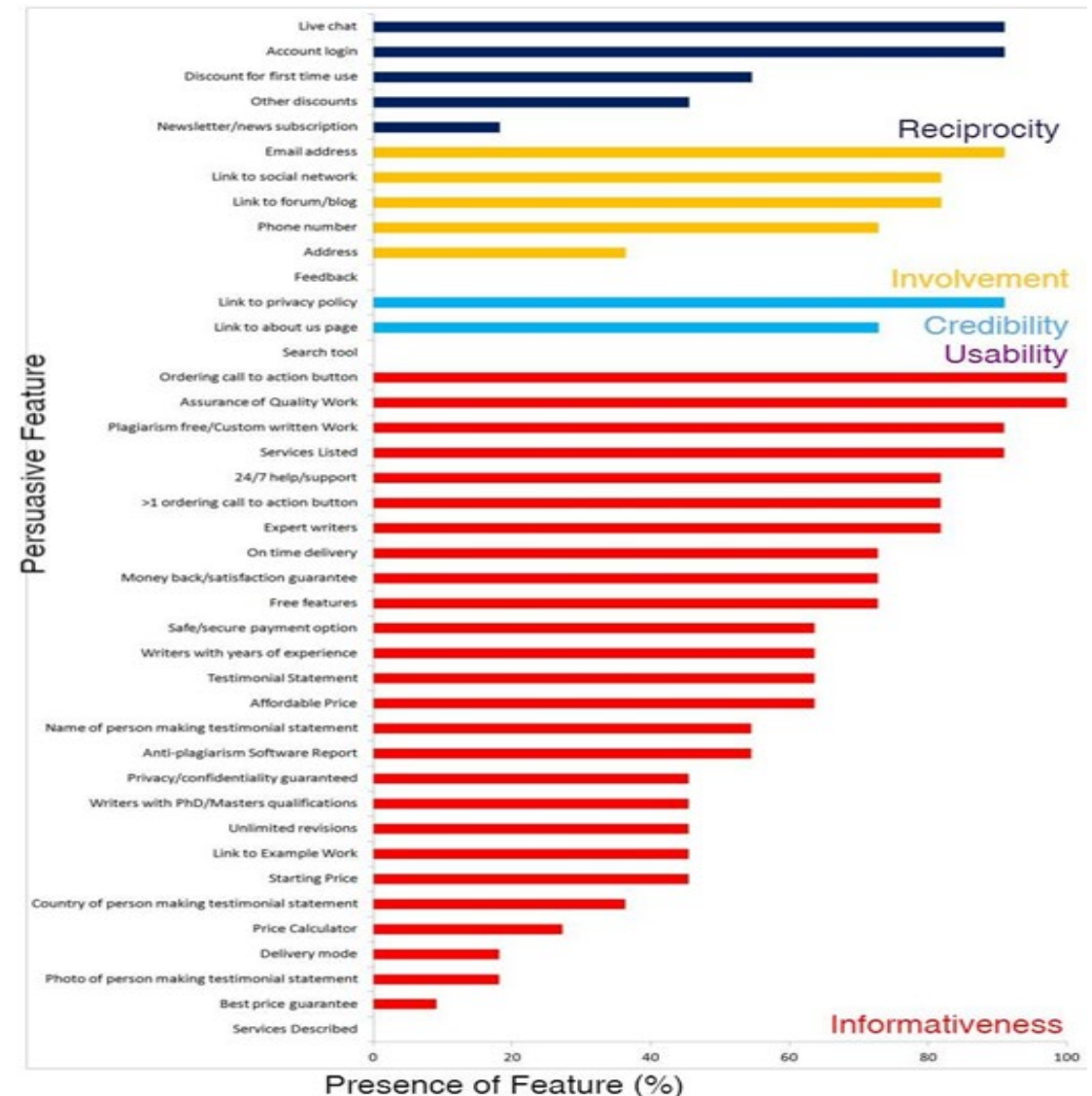
How much does it cost?



Vulnerability of students to persuasive messages of online contract cheating services

The websites use multiple persuasive features e.g.

- Live chat
- Discounts first time use
- Link to privacy policy
- Link to 'About Us' page
- Ordering button
- Assurance of quality work
- Plagiarism free - Turnitin report
- 24/7 help
- Money back guarantee
- Testimonials
- Affordability – price calculator
- Delivery mode



Why students plagiarise and cheat

Controllable factors strongly associated with plagiarism and cheating:

- Lack of understanding (Curtis & Vardanega 2016)
- Perceived seriousness (Curtis & Popal 2011)
- Perceived norms (Curtis et al. 2018; McCabe & Trevino 1993)
- Lack of language proficiency (Bretag et al. 2018)
- Poor time management and procrastination (Siaputra 2013; Wallace & Newton 2014)
- Opportunities (Baird & Clare 2017; Bretag et al. 2018)
- Lack of institutional support for academic integrity (Husain et al. 2017)
- Student perception of staff apathy, knowledge and dedication (Husain et al. 2017)
- No fear of detection and consequences (Deikhoff et al. 1999)
- Student dissatisfaction with L&T environment (Bretag et al 2018; Park 2003)
- Pressures and life complexity (Brimble 2016)

Why students plagiarise and cheat...

Psychological states and traits associated with plagiarism and cheating:

- low conscientiousness (Siaputra 2013)
- anxiety (Tindall & Curtis in press)
- low self-control (Curtis et al. 2018)
- competitive mindset (Barbaranelli et al. 2018)
- impulsivity (Moss et al. 2018)
- low confidence (Moss et al. 2018)
- poor resilience (Moss et al. 2018)

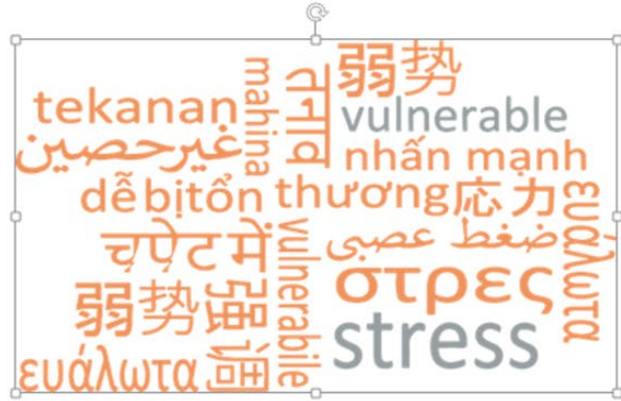
Why students choose *not* to cheat

Reasons for not cheating

1. Learning Goals
2. Morality and Norms
3. Institutional factors: e.g., respect for teachers, ability to get extensions
4. Fear of detection and consequences
5. Autonomy: self-efficacy and lack of trust in ability of provider
6. Lack of opportunity

(Rundle et al. 2019)

Three factors influence contract cheating



Language other than English
(when English is the language of instruction)



The perception that there are
'lots of opportunities to cheat'



Dissatisfaction with the
teaching and learning
environment

(Bretag et al. 2018)

Contract cheating

Discussion

How do these findings about contract cheating resonate with your experience?

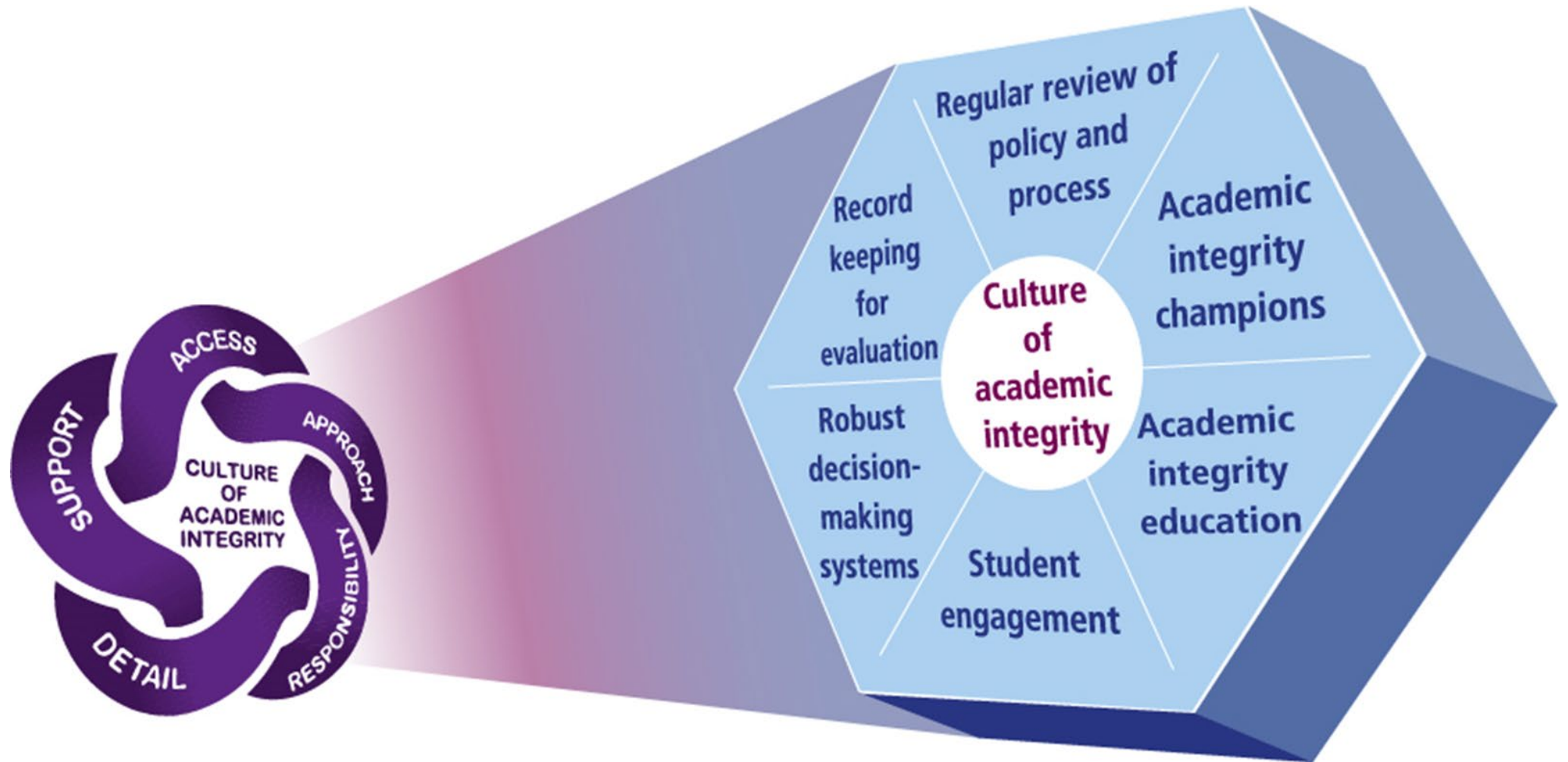
How has your institution responded to the issue?

Policies and procedures to promote and uphold academic integrity

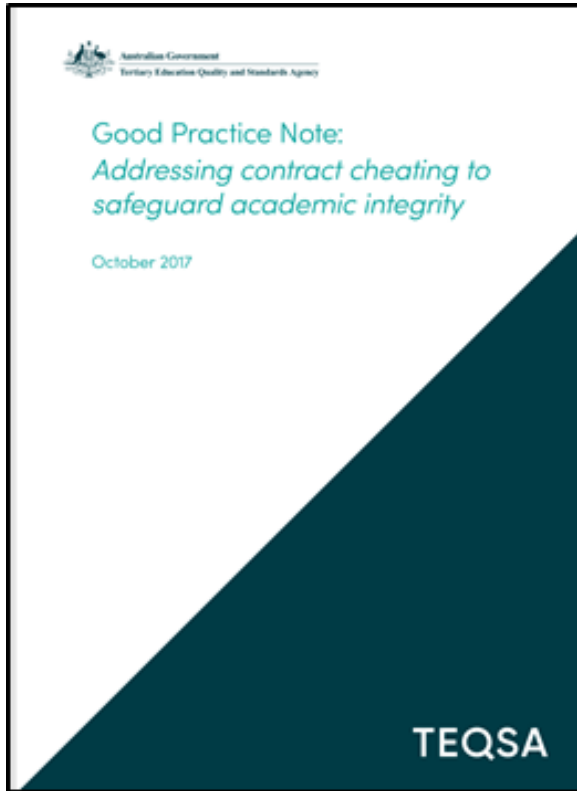


- **Access:** Easy to locate, read, concise, comprehensible.
- **Approach:** Statement of purpose with educative focus up-front and all through policy.
- **Responsibility:** Details responsibilities for ALL stakeholders (not just students).
- **Detail:** Extensive but not excessive description of breaches, outcomes and processes.
- **Support:** Proactive and embedded systems to enable implementation of the policy (Bretag et al 2011)

Implementing academic integrity policy



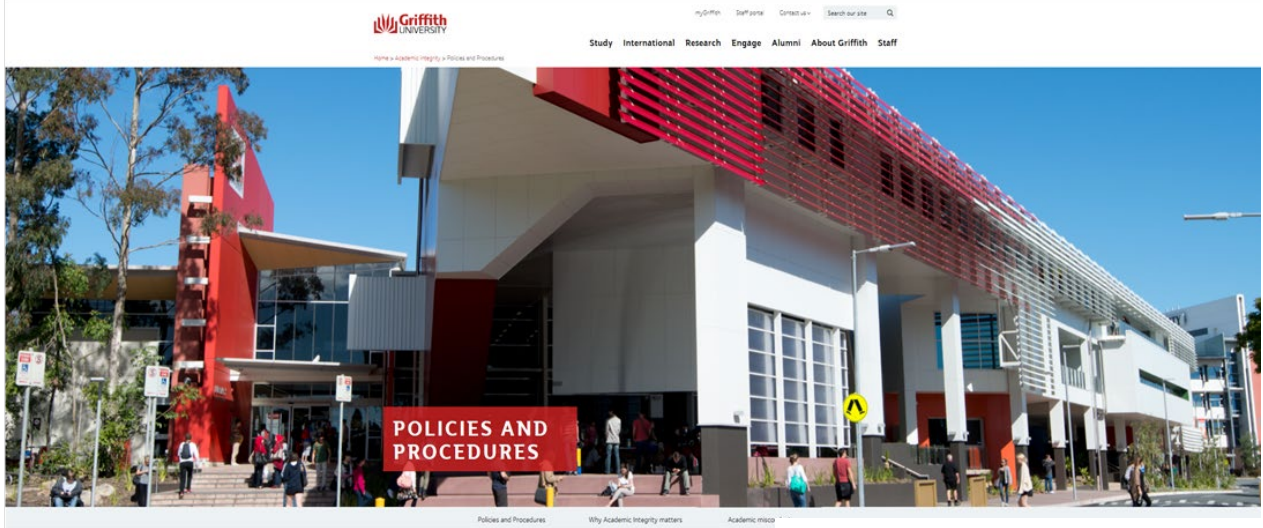
Examples of good policy



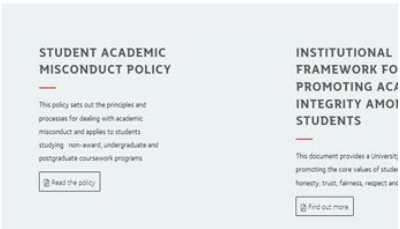
2.4 Plagiarism occurs when the work of another is represented, intentionally or unintentionally, as one's own original work, without appropriate acknowledgement of the author or the source. This category of academic misconduct includes but is not limited to the following:

- 1) collusion, where a piece of work prepared by working closely with one or more individuals or in a group is represented as if it were the student's own, this includes:
 - a. writing the piece of work together;
 - b. determining the method or approach to a question or assessment task together;
 - c. sharing answers or giving access to questions and answers or completed assessment tasks;
- 2) acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by:
 - a. purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned;
 - b. submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;

Source: Excerpt from Griffith University's *Institutional Framework for Promoting Academic Integrity among Students*, which clearly defines outsourcing of assessment as a form of plagiarism
<http://policies.griffith.edu.au/>



Griffith University Academic Integrity webpage
<https://www.griffith.edu.au/academic-integrity/policies-and-procedures>



RELATED STUDENT POLICIES



Student Charter

The Student Charter helps you to be your best by stating what you can expect as a Griffith Student and what the University expects of you.



Assessment Policy

This policy specifies the University's assessment philosophy and the general principles that guide the University's assessment practices in all courses regardless of campus, location, mode of offer and learning mode.



Assessment Submission and return procedures

This procedure sets out the methods available to students enrolled at Griffith University to submit their assessment items and available to examiners for the return of assessment items.



Assessment Types in Use at Griffith University

This schedule has been developed to ensure Course Convenors clearly communicate to students the nature of the assessment tasks in a consistent manner in Course Profiles and on assessment task sheets.



Student Review and Appeals Policy

This policy and the Student Review and Appeals Procedures provide the mechanism for a student to request a review of and/or appeal a decision of the University which has not been made in accordance with the expectations set down in the Student Charter or the University's policies and procedures.



Student Review and Appeals Procedure

These procedures support the Student Review and Appeals Policy.



Academic Misconduct Policy – HDR candidates

This policy outlines the core values of academic integrity (honesty, trust, fairness, respect and responsibility) and identifies conduct that is contrary to these standards, and defines that conduct as "academic misconduct".

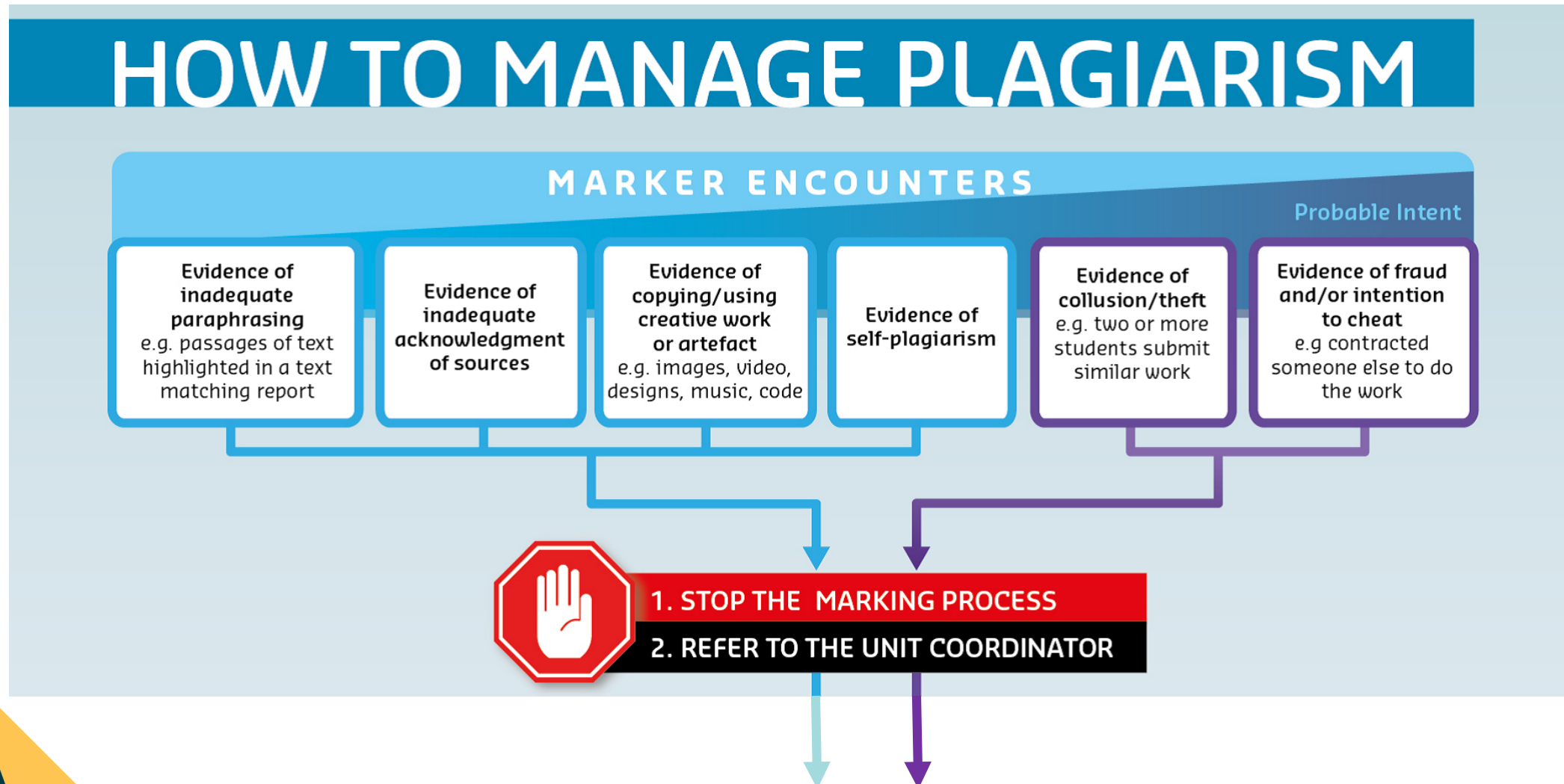
Identifying and responding to breaches

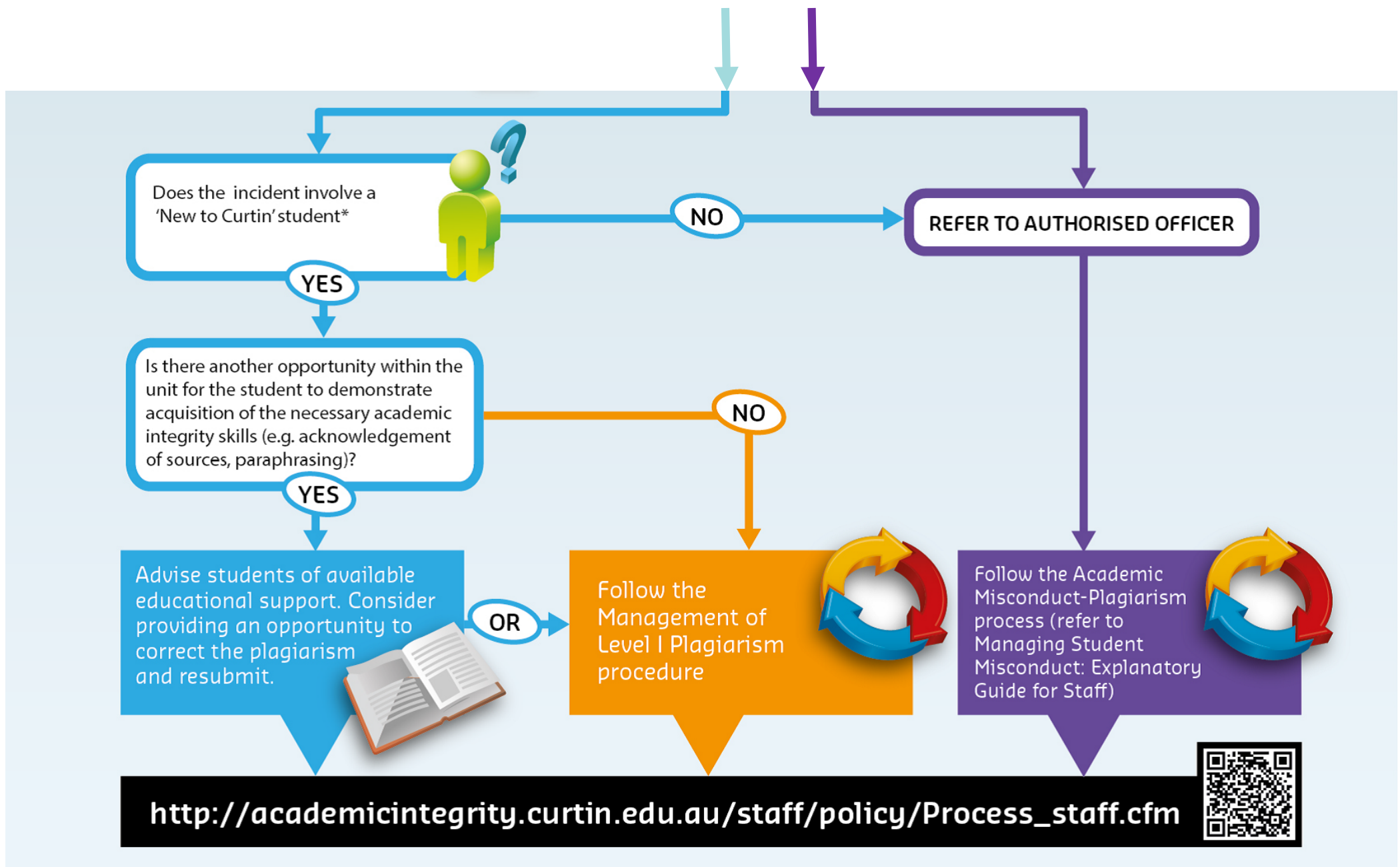
- Use technology to aid in identification
- Educate staff to understand instances of academic integrity breaches
- Adequately resource staff to identify academic integrity breaches and follow policy
- Senior managers need to lead by example

Challenges

- Technology may be available but under-utilised
- Staff may lack awareness (or time!)
- Staff may have concerns in implementing policy, including difficult and opaque processes, and a perceived lack of support from the institution.

Identifying and responding to breaches - example

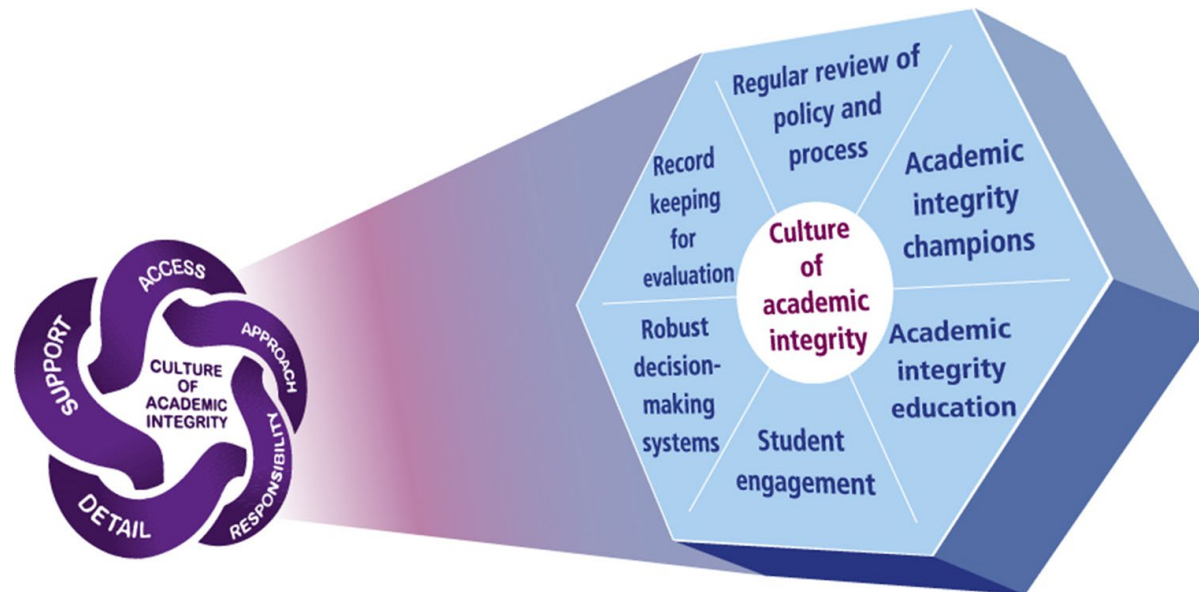




Policies and procedures to promote academic integrity

Discussion

Assess your institution's academic integrity policy and process against best practice



Actions to mitigate risks to academic integrity

Provide consistent messages about academic integrity at all points of students' entry to higher education:

Examples

1. ELICOS and language centres
2. 'Pathway' providers (students in this group are particularly vulnerable to the seductive advertising of commercial cheat sites)
3. Other Independent Higher Education Providers

Ensure that students who have articulated into your institution have received the necessary academic integrity training (eg those who receive 'block credit').

Actions to mitigate risks to academic integrity...

Include a range of preventative measures that take into account the student life-cycle from (pre)admission through to graduation:

Provide training for *all* staff

1. Teachers (including sessional markers)
2. Senior managers
3. Academic integrity breach decision-makers
4. Support staff (eg librarians, learning advisors, academic developers)
5. Examination invigilators
6. Professional staff (eg admissions, marketing, counsellors, international advisors)
7. Facilities Management (they are often the first to see cheating advertisements)

The teaching and learning environment

More important than curriculum design is the **Personalised Teaching and Learning relationship**:

- Provide opportunities for students to approach lecturers and tutors for **assistance**
- Lecturers and tutors need to ensure that students **understand** what is required in assignments
- Ensure students receive **sufficient feedback** to learn from the work they do.



<https://cheatingandassessment.>

Managing risk for different assessment types



100
90
80
70
60
50
40
30
20
10
0

While **Authentic assessment** cannot prevent cheating, it may make it less likely, and may also assist in **detection**.

Short turnaround time

Strategy Provide early, low-stakes practice and feedback on similar/practice tasks. Allow peer collaboration if appropriate. Follow up the submission with a viva, to check that outsourcing has not occurred

Heavily weighted assessments

Strategy Provide ample prior practice and feedback opportunities. Break the task up into sequential components, submitted over time for feedback and monitoring of progress. Minimise the impact of failure on progression (e.g. supplementary assessment).

Discussion

What curriculum and assessment strategies are utilised at your institution?

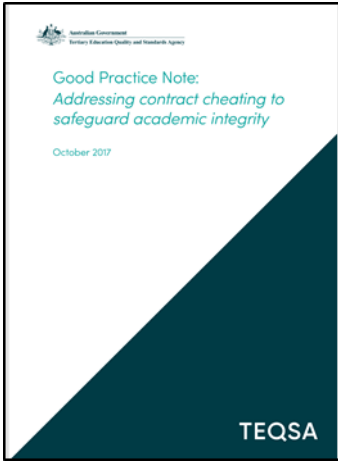


Training and guidance for staff and students

International scholarship recommends that institutions have a central office or standing committee with a specific remit for academic integrity (HEA 2011).

Benefits:

1. 'The buck stops here'
2. Consistent approach and training across the institution
3. Central point of expertise for decision-making
4. Consistent outcomes for breaches (natural justice for students)
5. Resourced to provide a pro-active rather than reactive approach (eg marketing and communication)
6. Oversight of breach database, with reporting of issues to senior managers



Training and guidance for staff and students - example

Other clues: discrepancies in referencing

See if you observe any of the following...

In-text citations match / do not match reference lists	No in-text citations used (<i>sources not acknowledged</i>)	Are references relevant to the discipline / author?
Inappropriate references	Use of 'bibliographic mashups' (Rogerson, 2014)	Sole reliance on old references (<i>discipline dependent</i>)
Internet access dates (<i>not current or quite old</i>)	Missing data or falsified data in the citation/s or reference/s	Strings of references matching to other sources

What are students doing and how to look for it? © Dr. Ann Rogerson, University of Wollongong, Australia. Version: May 2017



Training and guidance for staff and students example

Current Students

Academic Conduct Essentials (ACE)

Academic Conduct Essentials (ACE) is an online unit for all commencing UWA students. It introduces the basics of ethical scholarship and the expectations of correct academic conduct at UWA.

All students enrolled in a UWA course are required to complete ACE. The unit is available through the [Learning Management System](#) using your [Pheme](#) account.

The ACE module will help you to:

- ✦ [Understand academic integrity](#)
- ✦ [Practise ethical scholarship](#)
- ✦ [Respect intellectual property](#)
- ✦ [Adopt good study practices](#)

Students enrolled in this unit will find it their LMS. A score of 80% in the final quiz is required to successfully complete the unit. To see when you need to complete ACE, go to [Due dates for ACE](#) or check in your LMS. Students and visitors who are not enrolled in ACE can access these modules anytime.

Source: www.student.uwa.edu.au/learning/resources/ace

Training and guidance for staff and students - example

Step-by-step support for students

Provide a well-rounded guide to studying with integrity – emphasising the positive values, skills and behaviours necessary throughout university and beyond.

Comprehensive support for staff

Drive the development of a robust culture of academic integrity, exploring effective strategies for supporting students in ways that have a lasting impact.

Modules

- What is academic integrity?
- How do I show academic integrity in my preparation?
- How do I show academic integrity in my work?
- How can I feel more confident about academic integrity?
- How do I deal with more complex situations?

Realistic scenarios prompt reflection and discussion, bringing course content to life

Summative activities provide opportunities to evaluate and evidence understanding

'Useful advice' features explore common issues and practical strategies

Modules

- What is academic integrity?
- Promoting a culture of academic integrity
- Identifying and responding to breaches of academic integrity
- Teaching, learning and assessment: implications for academic integrity
- Assessment design choices for academic integrity

'Think about it' features encourage reflection on learners' own unique contexts

Clear, concise explanations of key concepts build understanding

Interactive activities support targeted knowledge and skills acquisition

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https://www.epigeum.com/custom/uploads/2019/03/Academic_Integrity_Flyer_Web.pdf

Consequences for breaches

There must be a clear and consistent framework across all disciplines, and this must be communicated to both staff and students.

Level of consequence should vary depending on:

- student education/understanding
- extent of breach
- level of student
- whether the incident is a first or repeated behaviour (this is impossible to determine if a central breach database is not maintained)

Note: All outcomes should be considered 'educative'

- Even when a suspension is applied, it is not to 'punish' the student but to allow the student to reflect on the behaviour and seek the necessary support for successful learning.



Clear guidelines to ensure consistent outcomes - example

Confirmed Level I Plagiarism (Unit Coordinator)	Confirmed Level II Plagiarism (Student Discipline Panel, SDP)	Confirmed Level III Plagiarism (Student Discipline Panel)	Confirmed Level III Plagiarism (Board of Discipline, BoD)	
•				Educational advice
•				Revise and resubmit the assessment
•	•	•	•	Attend counselling or a lecture, seminar, workshop or similar activity
	•	•	•	A formal warning or admonishment, or both
	•	•	•	Repeat assessment with reduced maximum mark
	•	•	•	A reduced or nil grade in respect of the assessable item in which the Academic Misconduct occurred
		•	•	An ANN grade for the unit in which Academic Misconduct occurred
		•	•	ANN grades for one or more other units; assessed in the same study period as the unit in which Academic Misconduct occurred
		•	•	Suspension of all or any of a Student's rights and privileges within the University for a period up to 1 month (if SDP) or a specified period (if BoD) including: <ul style="list-style-type: none"> i. exclusion from attendance at any specified scheduled class activity, such as a lecture, seminar or tutorial workshop ii. exclusion from all or a specified part of a campus or education centre iii. exclusion from participating in any activity organised or managed by the University iv. denial of access to any or all facilities or services of the University v. exclusion from enrolment in any unit or admission to any course
			•	Termination from the course to which the Student is admitted
			•	Expulsion from the University
			•	Prohibition from being admitted or re-admitted to any course and from enrolling in any unit
			•	Rescission or withholding of any award or the withdrawal of credit for an completed unit, or both

Contract cheating often goes unreported

Three reasons:

1. Perceptions that it's 'impossible to prove'
2. Too time consuming
3. Staff don't feel encouraged to report



Technology can help – but it must be adequately resourced, and both staff and students need training



Authorship
Investigate

Is it their own work?

<https://www.turnitin.com/products/authorship-investigate>



Substantiating contract cheating



Key Principles	Textual Signs
Educate staff	Text matching – low or high
Investigate a range of ‘signals’ of cheating	Document properties
Follow your institution’s policy and procedure	Not appropriate for discipline area
Not ‘proof’ but ‘balance of probabilities’ – clear and convincing evidence	Academic quality different to expectations
Examine all aspects of document, interview students	Language mismatch
Collect evidence from a range of sources	Inappropriate or false references
Trust your own experience	Does not meet the assignment criteria
Ensure natural justice and student is supported	Foreign language references
Evaluate all evidence to form overall picture	Assignment seems strange ‘doesn’t feel right’

Substantiating contract cheating

Discussion

What other strategies could you use to substantiate contract cheating?

Share with the whole group

Consequences for contract cheating

Staff reported lenient treatment of contract cheating and exam impersonation:

Outsourced assignment

30% Warning/counselling
27% Zero for assignment
21% Reduced mark for assignment
3% Suspension
2% Exclusion/expulsion

Exam impersonation

23% Zero for the exam
23% Warning/counselling
16% Zero for the subject
16% Suspension
12% Exclusion/expulsion



Consequences should be severe for substantiated cases of contract cheating (Harper et al. 2018). The Good Practice Note recommends a minimum of zero for the assessment, failure in the course/unit, and six months' suspension from the institution.

Building a culture of academic integrity

Make
academic
integrity
visible to all



ACADEMIC
INTEGRITY MATTERS

Academic Integrity is everyone's responsibility. It means taking our learning seriously, being honest, demonstrating respect, being responsible for our actions and showing fairness in every aspect of our work.

WHAT DO YOU STAND FOR?

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unisa.edu.au/studysupport

Academic Integrity Information Study Support Tools

EFMD
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University of
South Australia

Business
School



ACADEMIC
INTEGRITY MATTERS

Academic integrity is critical to learning, to the value of your degree, and to preparation for your career. It is vital for Unisa's reputation and your future contribution to society. Stay focussed on what's important!

WHAT DO YOU STAND FOR?

For more information visit
unisa.edu.au/studysupport

Academic Integrity Information Study Support Tools

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ACCREDITED

University of
South Australia

Business
School

TEQSA

academic integrity

Make academic integrity visible



ACADEMIC INTEGRITY BREACH DATA

The University records academic integrity breaches in the Student Academic Integrity Management System (SAIMS).

This data is reported to the University Assessment Committee, which has a role in monitoring academic integrity concerns and outcomes associated with findings of academic misconduct.

The Committee makes recommendations to the Learning and Teaching Committee on the quality and integrity of student assessment.

The University has been centrally recording academic integrity data since 2008.

**LINK TO PDF REPORTS OF
AI DATA**

2016 >

2015 >

2014 >

2013 >

2012 >

2011 >

2010 >

2009 >

2008 >

<https://www.griffith.edu.au/academic-integrity/academic-misconduct>



TEQSA

academic integrity

Talk to students

Students are not concerned about contract cheating...



...and we are not talking to them about it

Only 1 in 5 students
reported that staff had talked
to them about contract cheating

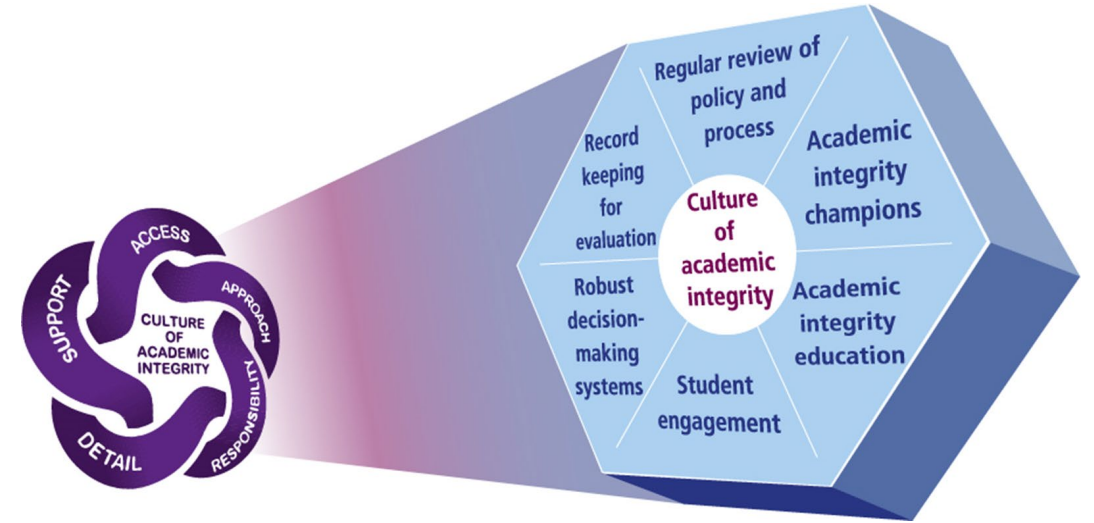


Partner with students

Student engagement: We need to encourage students to be partners, rather than passive recipients in academic integrity education.

Include student representatives in governance committees, **including academic integrity breach decision-making**

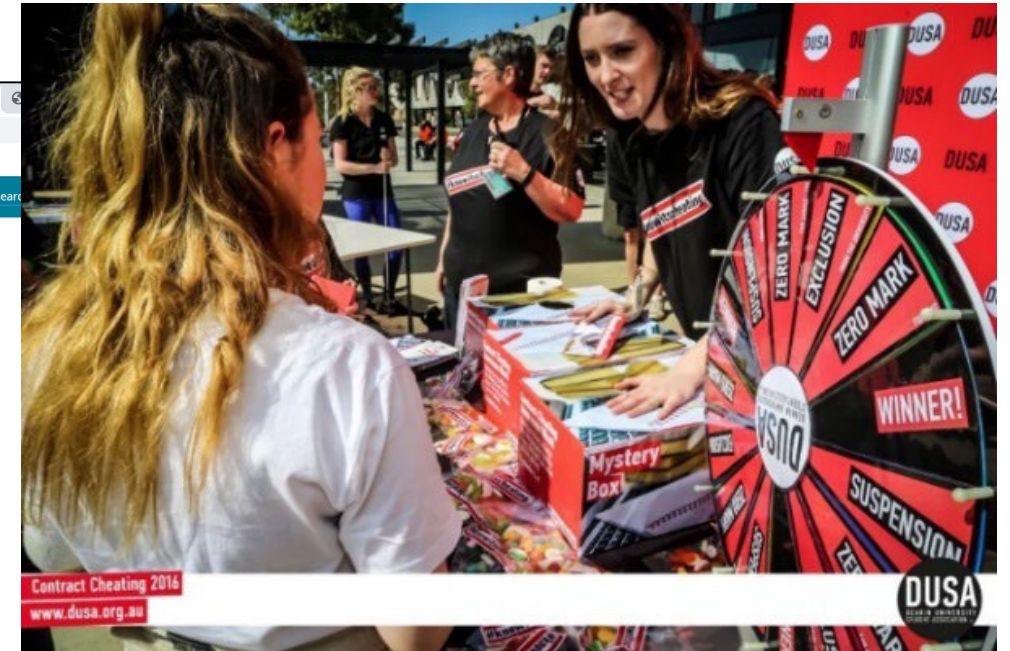
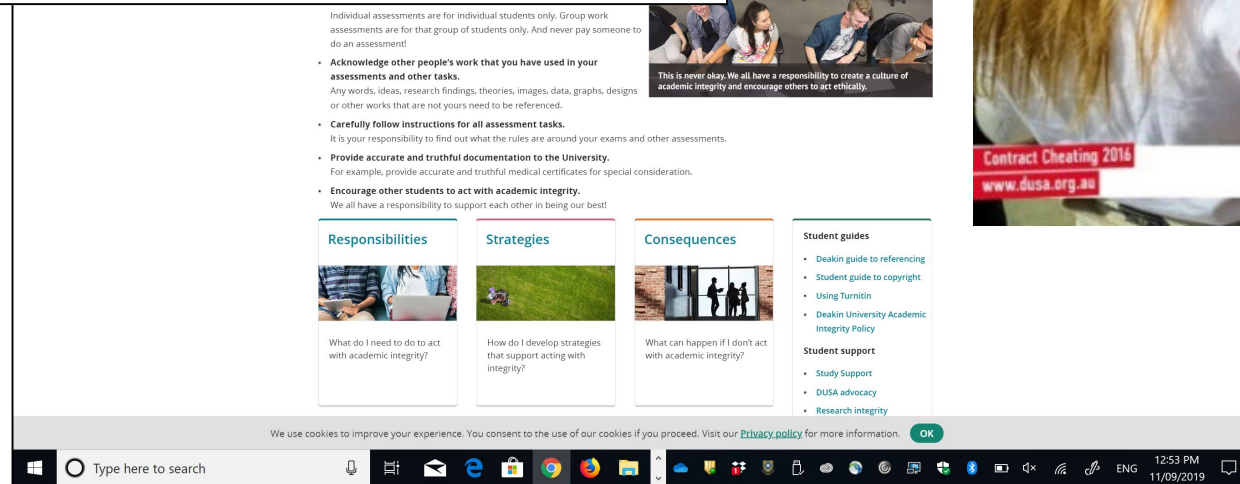
http: www.unisa.edu.au/EAIP



Partner with students



Source: 'Know it's cheating', Contract cheating campaign developed by students at Deakin University
<https://blogs.deakin.edu.au/deakinlife/2016/08/29/do-you-know-the-meaning-of-contracting-cheating/>



Students as academic integrity champions

The Academic Integrity Matters Ambassadors (AIMA) is a student-led organisation founded at Macquarie University in 2014. AIMA provides meaningful engagement, consultation and collaboration, and enlists students to serve as change agents in their own right.



Image source: Students as Partners in Academic Integrity, presentation by Sonia Saddiqui at 7APCEI 2015.

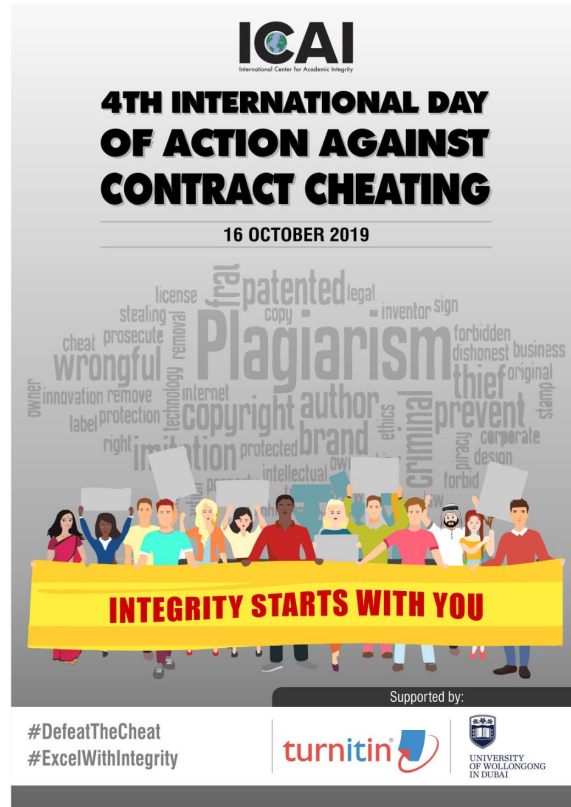
More examples of partnering with students

Videos made by students to promote the importance of Ghostwriting and Contract Cheating - <https://youtu.be/HRhekZ9uq0o>

UTS Academic Integrity Board Game – co-designed with UTS Business School students as part of a Learner Engagement Grant
<https://aibg.amandalovestoaudit.com/>

Providing materials for discussions at SRC meetings or student groups on International Day of Action on Contract Cheating
<http://contractcheating.weebly.com/> or a local Academic Integrity Week

International Day of Action Against Contract Cheating



TEQSA

academic integrity



Discussion

What happens at your institution?

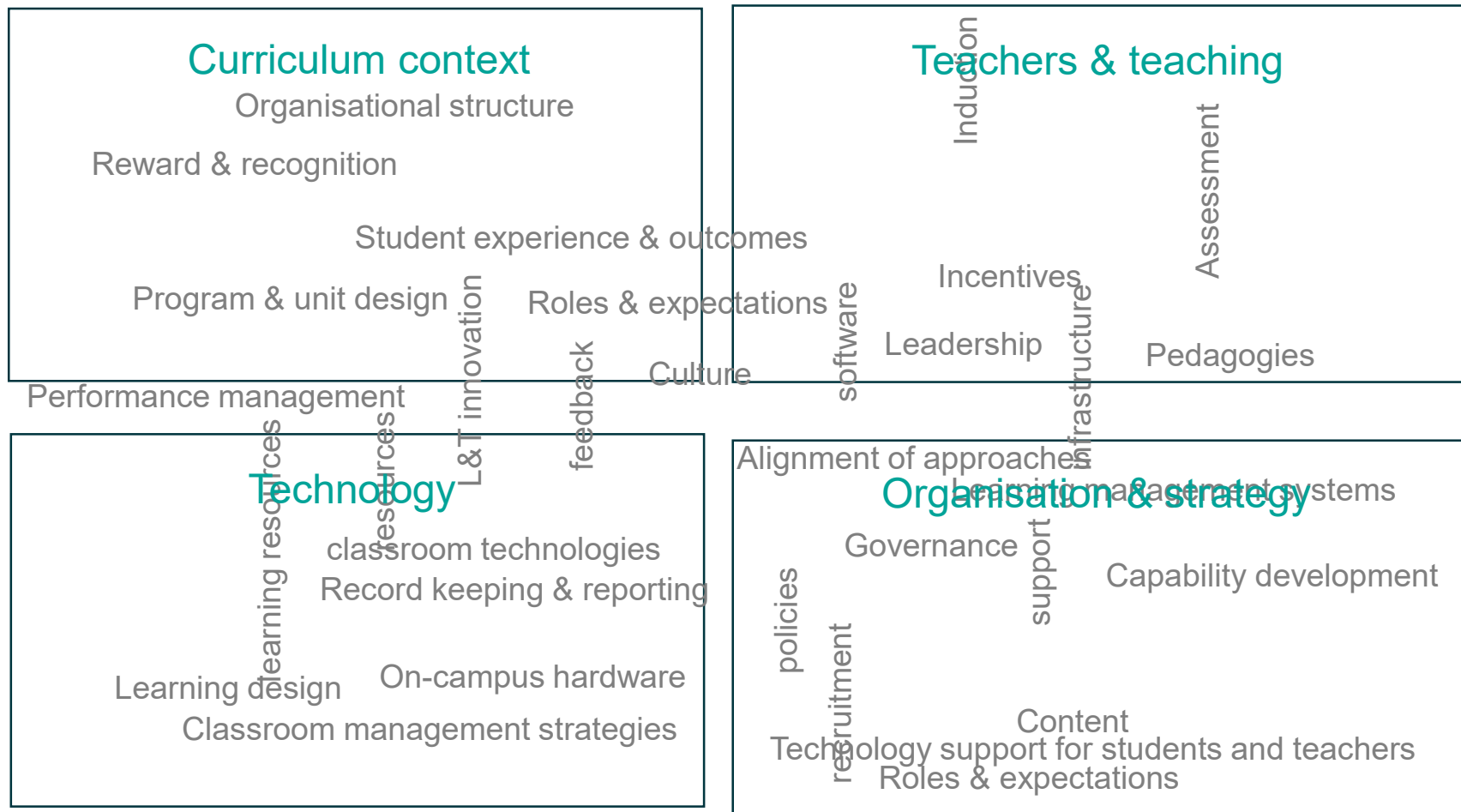
How do you partner with students to build a culture of academic integrity?

TEQSA

academic integrity



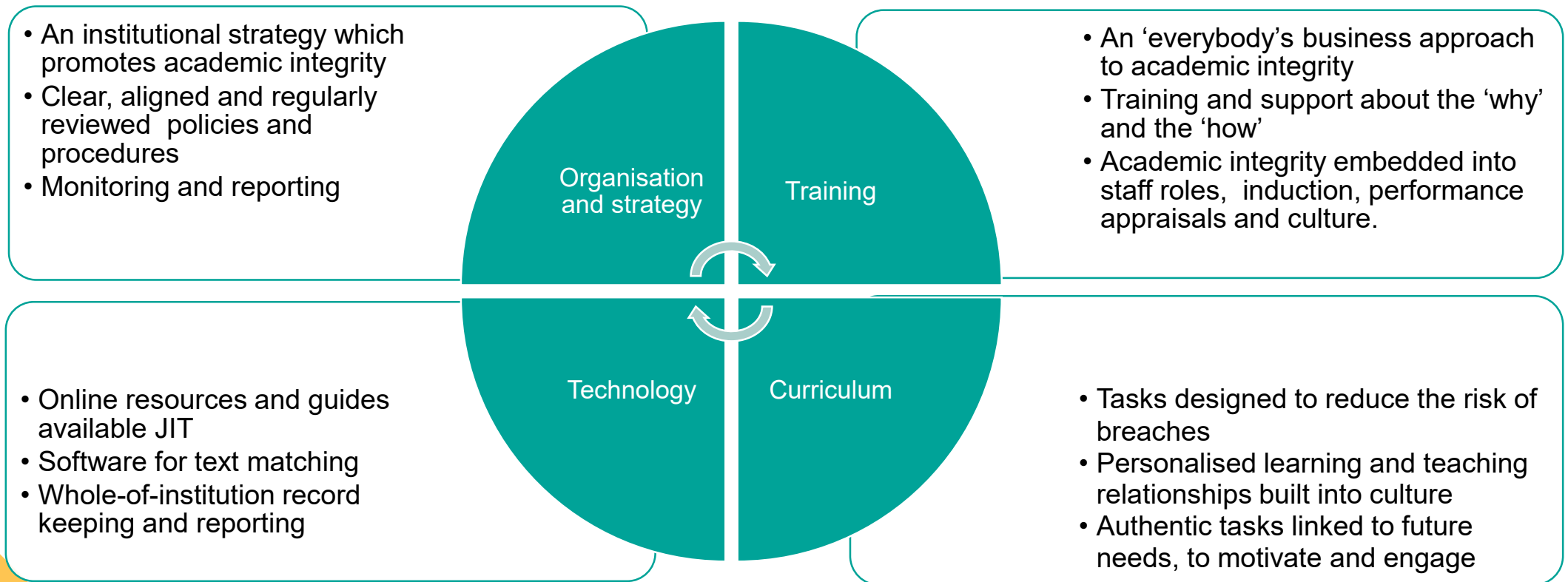
Transformational change (Spies & McNeill, TEQSA 2017)



Project management and change management

Sustainable change

Adapting the Transformation Model into the context of academic integrity illustrates that implementing sustainable change in any institution requires an holistic approach to aligning these components:



Discussion

Who has a remit for academic integrity across your institution?

What needs to happen to ensure sustainable change at your institution?



Te Pōkai Tara
Universities
New Zealand

Acknowledgements

We wish to acknowledge the generous funding provided by the Australian Government for these projects:

- Academic Integrity Standards Project
- Exemplary Academic Integrity Project
- Contract Cheating and Assessment Design Project.

We also thank the Asia Pacific Forum on Educational Integrity, and all of our colleagues who have assisted in data collection, analysis and reporting of findings over many research projects and publications.

We acknowledge the support of our own institutions:

- The University of South Australia
- The University of Queensland
- The University of Western Australia
- International College of Management, Sydney

Finally, we acknowledge the academic integrity work of our New Zealand colleagues and their support in funding workshops in Auckland and Christchurch.

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Stock images from: <https://www.pexels.com>

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Links to academic integrity organisations

- Asia Pacific Forum on Educational Integrity
www.apfei.edu.au
- European Network on Academic Integrity
www.academicintegrity.eu
- Higher Education Academy
www.heacademy.ac.uk
- Impact of plagiarism policies in Higher Education Across Europe
<http://plagiarism.cz/ippheae/>
- International Center for Academic Integrity
www.academicintegrity.org
- Plagiarismadvice.org
www.plagiarismadvice.org

Links to Australian academic integrity research projects

- Academic Integrity in Australia – Understanding and Changing Culture and Practice (2015), led by Macquarie University. This project supports students' active participation in academic integrity and appreciation of different cultural approaches to plagiarism, including guidelines and resources for establishing academic integrity student societies. <http://web.science.mq.edu.au/academic-integrity/index.html>
- Academic integrity standards: Aligning policy and practice in Australian universities (2013), led by the University of South Australia. This project identified five core elements of exemplary academic integrity policy: Access, Approach, Responsibility, Detail and Support, and provides resources to support good practice. www.aisp.apfei.edu.au
- Contract cheating and assessment design: Exploring the connection (2016-2019), led by the University of South Australia. This project investigated the role of assessment to minimise contract cheating, using surveys of students and staff at 12 higher education providers, plus longitudinal academic integrity breach data from one university and a large dataset of procurement notices on commercial cheat sites. www.cheatingandassessment.edu.au
- Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector (2014), led by the University of South Australia. This project provides an Academic Integrity Policy Toolkit and resources, accessible to both public and private higher education institutions, to embed exemplary policy, with a focus on support systems for international English as Additional Language (EAL) students, educationally less prepared students and postgraduate research students. www.unisa.edu.au/EAIP
- Investigating the efficacy of culturally specific academic literacy and academic honesty resources for Chinese Students (2010), led by Victoria University. This project provides a range of multimedia resources for Chinese students to support understanding, transition, acculturation and engagement regarding general academic conduct in an Australian university environment. <http://www.olt.gov.au/resource-efficacy-culturally-specific-academic-literacy-vu-2010>
- Plagiarism and related issues in assessment not involving text (2015), led by The University of Newcastle. This project increased understanding of and attitudes to student academic integrity in areas of study that involve non-text-based assessment. It provided exemplars of good practice in helping students and strategies useful for academics. <https://core.ac.uk/download/pdf/51344093.pdf>
- Web 2.0 authoring tools in higher education: new directions for assessment and academic integrity (2011), led by The University of Melbourne. This project provides resources for academics who wish to plan or review the assessment of their students' web 2.0 activities, including blogs, social networking media, wiki writing and audio/video podcasting. <http://www.olt.gov.au/resource-web-20-authoring-tools-higher-education-new-directions-assessment-and-academic-integrity-20>
- Working from the Centre: Supporting unit and course coordinators to implement academic integrity policies, resources and scholarship (2014), led by Victoria University. This project provides online resources for unit/course coordinators, whose duties sit at the intersection between the development and implementation of institutional approaches to academic integrity. <https://sites.google.com/site/academicintegrityresources/home>